

*Full Length Research*

# Leadership Skills and School-Based Self-Esteem Attributes Affecting the Performance of School Administrators

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This study focused on the leadership skills and school-based self-esteem attribute of school administrators in Northern Aurora, Philippines. Most school administrators were old, male, MA graduate, young in administrative positions, and manage small schools. School administrators possessed the right leadership skills as manifested in the overall weighted mean of 3.13 described as "often". The most common leadership skills of the respondents were "putting the welfare of the organization", "criticize a specific act rather than a particular person" and "give in to the organization in discussion with them". The school administrators' school-based self-esteem attributes were cooperative, helpful, and trusted. School administrators obtained outstanding performance. There was no significant relationship between socio-demographic profile, leadership skills and school-based self-esteem attributes of the respondents. There was no significant difference when grouped according to leadership skills and school-based self-esteem attributes of the respondents. Leadership skills, age, number of teachers under leadership, sex, education, school-based self-esteem can predict 4.01% of the performance.

**Key Words:** Socio-demographic Profile, Leadership skills, School-based self-esteem attributes, School Administrators, and Performance

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## INTRODUCTION

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) also known as the K-12 Basic Education Programme extended by two years the country's previous 10-year basic education cycle has been seen as a key solution to the long-standing crisis faced by basic education in the Philippines. This step has been one of the most controversial issues in the country. The national academic leaders, including the curriculum developers

and makers, principals and teachers have been experiencing the drastic changes that have been brought by this implementation.

The Wallace Foundation perspective (2013) asserts that school leaders, specifically the principals, can no longer be simply as building managers, tasked with adhering to district rules, carrying out regulations and avoiding mistakes. They have to become optimal leaders

of learning who can develop a team delivering effective instruction.

Further, the principals in all basic education institutions can be considered as managers, who are responsible to ensure the overall functioning of their school.

As school managers they are encountering different problems under their supervisions – thus they should have good leadership skills and strong personality to deal with.

Leaders must have a set of skills they follow within an organization, which includes: technical, human, and conceptual skills. With these set of skills, a higher-level leader needs to have stronger conceptual skills as opposed to a hands-on leader who needs to have stronger technical skills. Leader must develop these set of skills: Human Skills – Communication and attention to relationships with others in an organization, Technical Skills – Accomplish tasks for those working on the front lines; they are techniques, practices, tools, and processes and Conceptual Skills – Take in the big picture of the entire organization and use abstract ideas to set strategic initiatives.

Another quality a leader should possess is the self-esteem. Self-esteem is a person's positive or negative attitude toward himself or herself and is closely associated with personality functioning. It is a central concept related to performance, social functioning and psychopathology.

With the implementation of the K-12, additional works of the principal is much expected. Knowledge in leadership skills and school-based self-esteem are important factors in order to maximize the performance of the principal, thus the researcher was interested to study the leadership skills and personality attributes, based on the school-based self-esteem and its effect to the performance of the principals.

## OBJECTIVES

The main thrust of this study is to assess the leadership skills and personality attributes of the school administrators in the districts of Northern Aurora, Philippines.

Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of the school administrator-respondents in terms of: age, sex, highest educational attainment, years in service, and number of teachers under leadership?
2. How may the leadership skills of the school administrator-respondents be described?
3. How may the school-based self-esteem attributes of the school administrator-respondents be described?
4. How may the performance rating of the school administrator-respondents be described in terms of their Office Performance Commitment Review Form

(OPCRF)?

5. What relationship exists involving the socio-demographic profile, leadership skills and school-based self-esteem attributes to the performance of the school administrator-respondents?
6. What difference may probably occur on performance when grouped according to leadership skills and school-based self-esteem attributes?
7. To what extent the socio-demographic profile, leadership skills and school-based self-esteem attributes predict the performance?

## REVIEW OF RELATED LITERATURE

### Profile of School Administrators

Icutan and Sagaoinit, (2017) studied the school administrators in Urdaneta City Division. They found out that the majority of the school administrators belong to the age bracket of 35 and above and supervised only 6-7 teachers. Ramos (2013) claimed that the majority of school heads in Aurora were in the middle age of their lives as head; dominated by female (75.8%), master's degree holders (48%) and 15.2% have doctoral units and 3% with doctorate degree; holding their position for more than 10 years.

### Leadership Skills of School Administrators

Wallace Foundation (2013) quoted the leadership theory, which holds that leaders in all walks of life and all kinds of organizations - both public and private- need to depend on others to accomplish the group's purpose, and they need to encourage the development of leadership across the organization.

Pricellas et al. (2016) found out that school administrators demonstrated to be highly effective in setting instructional direction skills, teamwork skills, sensitivity skills, judgment skills, and organizational skills, oral communication and written communication skills. Furthermore, they claimed that there is no significant relationship between the profile of school administrators and their leadership skills.

### School Self-esteem Attributes of the School Administrators

Self-esteem is one part of the self-concept, a cognitive schema that organizes memories about the self and controls the processing of self-related information. As a component of the self-concept, self-esteem also reflects a perception of the self- encompassing both an evaluation of and cognitive orientation toward the self. Those with high self-esteem have more positive views and better feelings about themselves than their low self-

esteem counterparts, who see themselves in a more negative light (Erdle, 2013). Ferris et al. (2010) claimed that self-esteem level (i.e., high/low) should have main and moderating effects on job performance.

**Performance of School Administrators**

Dalanon et al. (2018) find out that there is a moderate negative correlation between age and the level of performance of the research respondents. Sex, designation, and experience were found to be not related to the level of performance of the research respondents. Pricellas et al. (2016) find out that performance of school administrators did not show any significantly relationship with their profile such as sex, civil status, official designation, age highest educational attainment, training

in local, regional, national and international and length of administrative experience. Ali et al. (2011) claimed that performances of extroverted school principal were better than those of introverted principals.

**METHODOLOGY**

The researchers used correlational survey method which composed of school administrators of the nineteen public schools in Northern Aurora, Philippines during the School Year 2018-2019 utilizing questionnaire as the main data gathering device with the aid of interview. The data gathered were organized, classified, tabulated, analyzed and interpreted using the frequency distribution, percentage, weighted mean, test of correlation and regression analysis.

**RESULTS**

**Table 1.** Socio-demographic Profile of the school Administrators

<b>Socio-demographic Profile</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>		
Below 30	1	5.3
30 – 34	0	0
35 – 39	3	15.8
40 – 44	3	15.8
45 – 49	3	15.8
50 and above	9	47.4
<b>Sex</b>		
Male	10	52.6
Female	9	47.4
<b>Educational Attainment</b>		
MA Units	4	21.1
MA degree Holder	5	26.3
PhD Units	6	31.6
PhD/EdD Holder	4	21.1
<b>Years in Service</b>		
5 – 9 years	6	32
10 – 14 years	5	26
15 – 19 years	2	10.5
20 – 24 years	1	5.3
25 – 29 years	2	10.5
30 – 34 years	3	15.8
<b>Number of Teachers in the Supervision</b>		
1- 10	14	73.7
11-20	2	10.5
21-30	2	10.5
31-40	1	5.3
<b>TOTAL</b>	<b>19</b>	<b>100</b>

**Table 2.** Leadership Skills of the School Administrators

<b>LEADERSHIP SKILLS</b>	<b>WEIGHTED MEAN</b>	<b>DESCRIPTION</b>	<b>RANK</b>
1. I put the welfare of the organization above the welfare of any person	3.74	Always	1
2. I give in the values of the organization during the discussion	3.53	Always	4
3. I encourage overtime work among my subordinate and employees	2.53	Sometimes	18
4. I try to input my ideas during meetings	3.32	Always	9.5
5. I support what other employees do	3.58	Always	3
6. I criticize poor work	2.63	Often	16
7. I ask for more than the person can accomplish	2.68	Often	15
8. I refuse to compromise my point	3.16	Often	12
9. I insist my thought thru letter those standard routines handed down to other subordinates	3.05	Often	13.5
10. I help other employees in the school with their problems	3.47	Always	5.5
11. I am slow to adopt new ideas	2.32	Sometimes	20
12. I get the approval of other school officials on important matters before going ahead	3.32	Always	9.5
13. I resist changes in ways of doing things	2.53	Sometimes	17
14. I assign other school officials to undertake particular tasks	3.05	Often	13.5
15. I speak in a manner	3.21	Often	11
16. I stress the importance of being ahead in everything I do	3.42	Always	7.5
17. I criticize a specific act rather than a particular person	3.63	Always	2
18. I let other school officials do their work they think is best	3.42	Always	7.5
19. I do personal favors to other employees	2.47	Sometimes	19
20. I treat all other school officials as my equals	3.47	Always	5.5
<b>OVERALL WEIGHTED MEAN</b>	<b>3.13</b>	<b>OFTEN</b>	

**Table 3.** School-based self-esteem of the school administrators

<b>SCHOOL-BASED SELF-ESTEEM ATTRIBUTES</b>	<b>WEIGHTED MEAN</b>	<b>DESCRIPTION</b>	<b>RANK</b>
1. I am accountable in my school	3.79	Totally Agree	4
2. I am taken seriously in my school	3.74	Totally Agree	6.5
3. I am important in my school	3.63	Totally Agree	10
4. I am trusted in my school	3.79	Totally Agree	4
5. There is faith in me in my school	3.79	Totally Agree	4
6. I can make a difference in my school	3.68	Totally Agree	8.5

**Table 3. Continues**

7. I am valuable in my school	3.68	Totally Agree	8.5
8. I am helpful in my school	3.84	Totally Agree	2
9. I am efficient in my school	3.74	Totally Agree	6.5
10. I am cooperative in my school	3.89	Totally Agree	1
<b>OVERALL WEIGHTED MEAN</b>	<b>3.76</b>	<b>TOTALLY AGREE</b>	

**Table 4. Performance Rating of the Respondents**

<b>ADMINISTRATOR PERFORMANCE</b>	<b>F</b>	<b>%</b>
4.00	1	5.3
4.50	3	15.8
4.60	3	15.8
4.70	5	26.3
4.80	5	26.8
4.85	1	5.3
4.90	1	5.3
<b>TOTAL</b>	<b>19</b>	<b>100</b>

**Table 5. Summary of Relationship exist involving Socio-demographic Profile, Leadership Skills, and School-based Self-esteem to the Performance using correlation**

<b>SOCIO-DEMOGRAPHIC PROFILE</b>	<b>r</b>	<b>Significance</b>
Age	0.092ns	0.709
Sex	0.111ns	0.651
Highest Educational attainment	0.296ns	0.219
Years in service	-0.429ns	0.067
Number of Teachers in Handled	-0.285ns	0.237
Leadership Skills	0.049ns	0.841
School-based Self-esteem	-0.028ns	0.909

**Table 6.** Test of Differences on Performance according to Leadership Skills and School-based Self-esteem

<b>PERFORMANCE</b>	<b>F-test</b>	<b>Significance</b>
Leadership Skills	1.109ns	0.430
School-based Self-esteem	0.840ns	0.590

**Table 7.** Socio-demographic profile, leadership skills and school-based self-esteem attributes that predicts performance

<b>MODEL</b>	<b>R</b>	<b>R SQUARE</b>	<b>ADJUSTED R SQUARE</b>	<b>STD. ERROR OF THE ESTIMATE</b>
	.643	.414	.041	.19627

Predictors: leadership skills, age, number of teachers under leadership, sex, highest educational attainment, school-based self-esteem attributes.

**DISCUSSION**

**Socio-demographic Profile of School Administrators**

Age ranging from 50 and above obtained the highest percentage among the respondents with 47.4%, males dominated (52.6%), with PhD/EdD units (31.6%), supervised 1-10 teachers (73%), Table 1.

**Leadership Skills of the School Administrators**

The most common leadership skills: “I put the welfare of the organization above the welfare of any person in it” (WM= 3.74), “I criticize a specific act rather than a particular person” (WM= 3.36) and “I support what other employees do” (WM= 3.58). The overall weighted mean was 3.13 described as often, meant school administrators possessed the right leadership skills of an administrator, Table 2.

**School-based Self-esteem Attributes of the School Administrators.**

Table 3 shows that school administrators were cooperative, helpful, accountable and trusted described as “totally agree” with OWM = 3.76.

**Performance Rating of the School Administrators.**

Result shows that most of the school leaders obtained “Outstanding” rating on their performance in school. (Table 4)

**Significant Relationship between the Socio-demographic Profile, Leadership Skills, School-based Self-Esteem Attributes and Performance of the School Administrators**

Table 5 shows that there are no significant relationships between socio-demographic profile, leadership skills and school-based self-esteem attributes to the performance of the school administrators were observed.

**Significant Differences on the Performance when grouped according to Leadership Skills and School-based Self- Esteem of the School Administrators**

There was no significant difference between the leadership skills and school-based self-esteem attributes and the performance of the school administrators. Table 6

**Socio-demographic Profile, Leadership Skills and School-based Self- Esteem as Predictors of Performance.**

In Table 7, the leadership skills, age, number of teachers under leadership, sex, education, school-based self-esteem can predict 4.01% of the performance of the school administrators.

**CONCLUSIONS**

Based on the summary of findings, the following conclusions were drawn:

Most of school administrators in Northern Aurora, Philippines were old, male, MA graduate, young in administrative position, and managed small schools.

School administrators possessed the right leadership skills as manifested in the overall weighted mean of 3.13 described as often.

The school administrators' personality included cooperative, helpful, and trusted. The most common leadership skills of the respondents were "putting the welfare of the organization", "criticize a specific act rather than a particular person" and "give in to the organization in discussion with them".

School administrators were outstanding in terms of performance.

There was no significant relationship between profile and school-based self-esteem and leadership skills of the respondents.

There was no significant difference between profile and school-based self-esteem and leadership skills of the respondents.

Leadership skills, age, number of teachers under leadership, sex, education, school-based self-esteem can predict 4.01% in the performance.

## RECOMMENDATIONS

Based on the conclusions presented the following recommendations are hereby given:

School administrators are encouraged to pursue their master's and doctoral studies to acquire more knowledge, techniques and strategies in administration and management. In addition, young teachers with master's and doctoral degrees must be motivated to take the examination for principalship. Furthermore, encourage more females to enter the teaching profession.

Desired personality and school-based self-esteem attributes must be advised to those planning to be a principal. Personality development orientation must be instituted to tap young professionals to a managerial position. Leadership skills development must be organized in the districts so that interested teachers who want to be a head will be familiar with.

The institution should make plan to give incentives to the school administrators who obtained higher performance.

The Department of Education should administer personality test and leadership skills testing to the school administrators so that they may be aware themselves. The results of the evaluation will be the bases in promoting and assignment of the heads.

Encourage school heads to attend advanced training regarding school administration and management. Allot budget from their own maintenance and other operating expenses (MOOE) so that leadership training will come to

reality.

Leadership skills and personality development should be given emphasis, especially to those teachers planning to take the principalship.

The researcher further recommended the following leadership skills and personality attributes of the school heads. Effects on the performance of the school administrators at different levels of leadership skills and personality attributes are highly recommended to study.

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